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ABSTRACT

In the "Student-Centered Classroom Assessment" textbook, readers are offered many opportunities to reflect on classroom assessment ideas in relation to their own classroom assessment experiences. As a companion to that text, this book of case studies serves the same purposes, but in a way that calls for the application of ideas and strategies covered in the text to resolve complex, real-world classroom assessment cases in which teachers face challenging dilemmas. Each of the 52 cases presents a dilemma shared by practicing teachers and administrators out of their own professional experiences. Typically, cases are presented with a description of the problem or dilemma, suggestions for individual reflection, and discussion starters or work assignments. The cases are organized to correspond to chapters in the text. (SLD)

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